



HISTORY

CURRICULUM OVERVIEW

HISTORY

INTENT AND IMPLEMENTATION

INTENT:

At Corporation Road, we prioritise an engaging History curriculum that catches the attention of all ages. It is a cohesive curriculum that teaches skills and knowledge from EYFS to Year 6. We want our children to learn that History is a subject that focuses on significant people and events which shaped the world as it is today. As History starts within a child's immediate environment, then links to the local area and branches out globally, so does our History curriculum. We intend for our children to be able to order events in time; find differences and similarities; write and talk about the past; use different sources of information and ask and answer questions with the aim to link 'then' with 'now'. It should be recognised that there is a close link to Geography, such as children learning about why people settled, and therefore, at Corporation Road History and Geography are intertwined and taught as Humanities.

IMPLEMENTATION:

Throughout our History curriculum, the overarching theme is 'community', with the key question being 'what was it like to be a ...'. We have chosen four key concepts that underpin our curriculum: exploration, family life, invasion and medical advancements. By using them to make connections, children will deepen their understanding of the historical concepts: continuity and change, cause and consequence, similarity, difference and significance.

EXPLORATION	FAMILY LIFE
INVASION	MEDICAL ADVANCEMENTS

HISTORY CONCEPTS

Substantive Knowledge Concepts

Exploration

To understand that because of other people's knowledge, interests and curiosity, we are able to understand more about people, places and events.

Family Life

To understand the lives of others, across different time periods, and how they differ from each other and ours. To understand the roles which defined a person's life.

Invasion

To understand that people have entered a space or place without permission and the reasons behind this.

Medical Advancements

To understand how the actions of others have improved our understanding of medical science.

Disciplinary Knowledge And Skills How we 'think' and 'work' like a Historian

Cause And Consequence

Why an event occurred, or the consequences of an event.

Change And Continuity

Gaining awareness and understanding of the extent, nature or pace of change across time.

Sources And Evidence

Use of multiple sources and evidence to evaluate claims made about the past.

Historical Interpretation

Developing and awareness and understanding of how and why historical interpretations are different.

Similarities And Differences

Analysing similarities and differences within or between groups, places or societies in the same time period.

Organising And Communicating

Work with multiple historical accounts, artefacts, graphics etc and effectively and coherently answer enquiry questions using appropriate vocabulary and content knowledge.

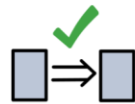
HISTORY WIDGETS



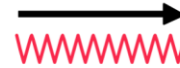
Exploration



Family Life



Cause And
Consequence



Change And
Continuity



Sources And
Evidence



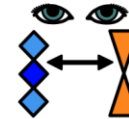
Invasion



Medical
Advancements



Historical
Interpretation



Similarities And
Differences



Organising And
Communicating

HISTORY IMPACT

IMPACT:

At Corporation Road, we know we will have achieved our intent when our children are captivated by a progressive curriculum that has our golden threads running throughout all topics from Nursery to Year 6. Our children will know the golden threads are: family life, medical advancements, invasion and exploration. Even though our History curriculum is closely linked to Geography, our children will be able to identify when History is being taught, and they will become increasingly more critical and analytical with their thinking, developing the skills to make informed and balanced judgements based on their knowledge of the past; become increasingly more aware of how historical events have shaped the world that they currently live and ask and answer questions with the aim to link 'then' with 'now'. Furthermore, we know we will have achieved our intent when children are inspired to research events and expand their knowledge, skills and understanding in their own time and can also apply this knowledge when on trips or engaging with visitors in school. Finally, we know we will have achieved our intent when our children attain a richer vocabulary which enables them to articulate their understanding of taught concepts .

EXPLORATION	FAMILY LIFE
INVASION	MEDICAL ADVANCEMENTS

HISTORY

NATIONAL CURRICULUM

PURPOSE OF STUDY:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

AIMS:

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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KEY STAGE ONE

KEY STAGE ONE:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aero plane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

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KEY STAGE TWO

KEY STAGE TWO:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study or an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

HISTORY EYES IN THE CURRICULUM

UNDERSTANDING THE WORLD:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

LITTLE ROCKETS, NURSERY & RECEPTION:

EXPLORATION	FAMILY LIFE
INVASION	MEDICAL ADVANCEMENTS

LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Rockets	You And Me		Light And Dark	Down On The Farm	Mini Beasts	Travel And Adventure
Nursery	You And Me		Light And Dark	Down On The Farm	Mini Beasts	Travel And Adventure
Reception	Around Me		My Family		Our Community	
Year 1	Around Us		People Who Help Us		In The Park	
Year 2	Transport		Dirty Beasts		The Seaside	
Year 3	The Stone Age	Darlington	The Rainforest		Ancient Egypt	
Year 4	Ancient Greece		Brazil		The Roman Empire	
Year 5	Invaders And Settlers		The Tudors		Rivers	
Year 6	Britain At War		Ealy Islam		Across The Atlantic	

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VOCABULARY PROGRESSION

VOCABULARY:

Key vocabulary has been identified for each unit of work. It is explicitly taught by staff and used by children.

	Around Us		People Who Help Us		In The Park
Year 1	Classroom Teacher Pupil Lesson Past Present Old New Different Compare Ink Before After Then Now Blackboard Slate Chalk Change Same	House Flat Terrace Semi-Detached Detached Past Present Similar Brick Fireplace Electricity Victorina Today Modern	First Before After Destroyed Timber Thatched Roof Timeline Decade Baker Smoke Fire Leather Bucket River Thames Maid Flames Escape Window Climbed Frightened	Water Lord Mayor Buildings Wooden Burning Squirts Fire Hooks Burned Diary Past Present Significant Events House Of Stuart Stuart Cings Charles Thomas Farynor King Charles II Pudding Lane 1666 Samuel Pepys	Victorians Past Present Bandstand Public Philanthropy Pease Park Changes Old New Local Recent

	Transport	Dirty Beasts	The Seaside
Year 2	Vessel Mast Deck Crew Voyage Loyal Dedicated Vast Artefact Captain Train Locomotion No.1 Stockton-Darlington Railway Captain Cook George Stephenson	Health Nurse Nursing Hospitals Patients Disease Bacteria Crimean War Battle Battlefield Injury Sanitary Conditions Hygiene Uniform Antiseptic Surgery Convalescence	Victorian Holiday Pier Poverty Wealth Recreation

	The Stone Age	Darlington	The Rainforest	Ancient Egypt
Year 3	Before	Locomotive	Geography Based Topic	Papyrus
	After	Passenger		Pharaoh
	Now	Station		Pyramid
	Later	Influential		Tomb
	Past	Development		Sarcophagus
	Present	Technology		Dynasty
	Century	Steam		Mumification
	Period Of Time	Diesel		Hieroglyphs
	AD	Route		Edict
	BC	Society		Authority
	Ice Age	Artefact		Afterlife
	Extinction	Evidence		Temple
	Disease	Sequence		Worship
	Evidence			Architecture
	Deduction			Preserve
	Source			Tutankhamun
	Jaws			Gods
	Teeth			Goddesses
	Skeleton			Osiris
	Muscles			Isis
	Palaeontologist			Nut
	Identify			RA
	Prehistoric			Thoth
	Land Formation			Anubis
	Cretaceous			
	Mesozoic			
	Triassic			
	Jurassi			

	Ancient Greece	Brazil	The Roman Empire
Year 4	Doric Column Tunic Olympics Helmet Vase Soldier Empire Stadium Citizen Armour Enemies Slaves Parthenon Ancient Greece Democracy Gymnasium City State Hoplite Pheidippides Sparta Athens Persia King Darius Acropolis Marathon Persian	Pedro Alvares Cabrai Portuguese Colonization	Conquer Roman Road Invasion Conquest Empire Camber Highway Hadrian Turret Milecastle Fort Picts Celts Chariot Shield Villa Mosaic Emperor Claudius Julius Caesar Boudicca Occupy Amphitheatre Rebellion

Invaders And Settlers		The Tudors	Rivers
Year 5	Denmark	Katherine Parr	Pease Family
	invasion	Francis Drake	Edward Pease
	Wessex	Reign	Joseph Pease
	Longship	Catherine Howard	George Stephenson
	Shield	Dynasty	Anglo-Saxons
	Skirmishes	'War Of The Roses' Throne	River Skerne
	King Alfred	Civil War	River Tees
	Monks	Lancaster	
	Settlers	Heir	
	Danelaw	Divorced	
	Vikings	Beheaded	
	Farming	Plague	
	Anglo-Saxons	Marriage	
	Runes	Jousting	
	Archer	Portrait	
	Sword	Feast	
	Wergild	Execution	
	Angles	Henry VIII	
	Jutes	Catherine Of Aragon	
	Thatched	Anne Boleyn	
	Denmark	Jane Seymour	
	Norse	Anne of Cleves	
	Thor	Walter Raleigh	
	Quest	Church Of England	
	Frisians	Protestant	
	Odin	Golden Hind	
	Norway	Elizabeth I	
	Monastery	Spanish Armada	
	Valhalla	Wattle And Daub	
	Pagan		
	Picts		
	Tunic		
	Valkyries		
	Allred The Great		
	Britons		
	Land Of Ice And Fire		
	Sweden		
	Danegeld		

	Britain At War	Early Islam	Across The Atlantic
Year 6	Air Raid Shelter Anne Frank Allies Axis Adolf Hitler Blitz Concentration Camp D-Day Evacuation Holocaust Nazi Prisoner Of War Soviet Union Winston Churchill Britain Civilians Civil Defence Rationing Coupons Invaded Occupied Prime Minister Propaganda Refugee Siren Telegram Central Powers Triple Entente	Islam Baghdad Comparisons House Of Wisdom Ibn Battuta Voyage Five Pillars Haj Community Culture Influence Originated Al-Khwazimi	Slavery Slave Trade Plantations Trans-Atlantic Middle Passage Colonies Slave Trade Triangle Abolished Auction Human Rights Profit Empire Harriet Tubman Rosa Parks

HISTORY

SMSC

SPIRITUAL DEVELOPMENT

We promote spiritual development in History through: fostering the mystery of how and why events in the past happened and finding out of their many causations; helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events; allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.

SOCIAL DEVELOPMENT

In History, we promote social development by: encouraging pupils to think about what past societies have contributed to our culture today; promoting pupils own social development through working together and problem solving; exploring the similarities and contrasts between past and present societies and be made aware of how we are fortunate to live in 'the modern world'

MORAL DEVELOPMENT

In History, we promote moral development by: encouraging pupils to comment on moral questions and dilemmas from the past; helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation; developing open mindedness when considering the actions and decisions of people from the past.

CULTURAL DEVELOPMENT

We promote cultural development in History through: developing a better understanding of our multicultural society through studying links between local, British, European and world history; gaining an understanding of and empathy with, people from different cultural backgrounds, such as those in the Slave Trade; and examining how other cultures have had a major impact on the development of 'British' culture.

HISTORY

FUNDAMENTAL BRITISH VALUES

DEMOCRACY

History lessons can bring to life the story of how democracy evolved across different times, societies and cultures. For example, by exploring how the Ancient Greeks established their democratic system, children can appreciate the foundations of democracy and the importance of having a voice in decision-making. In addition, class debates on historical events can foster an understanding of different viewpoints and enhance pupils' engagement in democracy today.

RULE OF LAW

The study of the rule of law can be illustrated through examining how ancient societies, such as the Greeks and Romans, elected leaders to establish laws. By investigating the processes used by civilisations, children can gain insight into the importance of structured governance, and the role laws play in maintaining order and justice. This understanding helps pupils recognise that laws exist to protect individual freedoms and support a community's well-being.

INDIVIDUAL LIBERTY

Pupils learn about individual liberty through significant historical figures and modern examples. For instance, they study the efforts of young activists like Greta Thunberg, who advocate for climate action and the right to be heard. Her activism exemplifies the importance of freedom of speech and the power of individuals to inspire change. Additionally, examining individual liberties during World War II, such as the struggles faced by those fighting against totalitarian regimes, highlights the need for freedom and human rights. These accounts encourage students to understand the value of their own voice and the importance of standing up for their beliefs and world views.

MUTUAL RESPECT & TOLERANCE

History is filled with stories of individuals and communities that have thrived in diversity. By examining the impact of various cultures and religions throughout British history, pupils learn the importance of tolerance and mutual respect.

HISTORY VIRTUES

KINDNESS

Kindness is essential when discussing historical events and figures. We teach students to empathise with people from different times and cultures. Furthermore, understanding diverse perspectives cultivates compassion, kindness and respect.

RESPECT

Respect for different cultures and historical narratives is vital. We guide our pupils to honor diverse perspectives and learn from them, fostering an inclusive environment that celebrates all of humanity's stories. In addition, pupils show respect to each other when considering different interpretations and perspectives of the historical narrative being studied and discuss these showing a respect for others' opinions and viewpoints.

HONESTY

In History, honesty is key. We encourage our students to seek the truth and engage with historical narratives critically. By assessing evidence and questioning sources, our pupils think like historians and develop a foundation for integrity, which is invaluable both in academia and life.

COURAGE

Children are encouraged to be courageous and share their viewpoints on the historical narratives being studied. Furthermore, they are encouraged to appropriately challenge evidence and sources when applicable.

RESILIENCE

History is filled with examples and stories of challenges and struggles, providing excellent opportunities for our students to learn about resilience. We encourage pupils to persist when faced with difficult topics or complex concepts, developing skills that will help them overcome obstacles both in and out of the classroom.

INDEPENDENCE

We encourage independence in History by giving pupils the opportunity to have their own opinion and reach their own conclusions about the past.

HISTORY ASSESSMENT

FORMATIVE ASSESSMENT

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are identified in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation to verbal questioning.

All history lessons start with retrieval questions which help children to prepare for their lesson. This includes a retrieval question from the previous and current topic as well as a thinking task that allows children to link their past and present learning.

At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective.

SUMMATIVE ASSESSMENT

At the end of a unit of work, pupils are given an end of unit summative assessment which assesses their knowledge and skills. The end of unit assessments are used to indicate if pupils are working at the expected standard.

CAREERS IN THE CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	History Teacher		Historian		Museum Curator	
Year 1	Education Archivist		Fire Historian		Historic Landscape Researcher	
Year 2	Transport Archivist		Public Health Historian		Coastal Social Historian	
Year 3	Lithics Specialist	Industrial Heritage Researcher	Anthropologist		Epigrapher	
Year 4	Greek Linguist		Professor/Lecturer In Latin American Studies		Historical Reenactment Specialist	
Year 5	Runologist		Tudor Historian		Maritime Historian	
Year 6	Military Historian		Manuscript Specialist		Genealogist	

READING IN HUMANITIES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Rockets	This is Me!		Snail In Space	Goodnight Forest	We Catch The Bus	
Nursery	Who Are You?		Look Up!	Funny Bones	On The Way Home	
Reception	The Colour Monster Goes To School		My Family, Your Family		The Tree Next Door	
			My First Journey Around Planet Earth			
Year 1	Town And Country		People Who Help Us		Shark In The Park On A Windy Day	
Year 2	So Many Questions About Transport		Florence Nightingale (Little People, Big Dreams)		Above And Below, Sea And Shore	
	Transport Around The World					
Year 3	Stone Age Boy	Little Loco's Big Day	In The Rainforest		Everything Ancient Egypt	
					See Inside Ancient Egypt	
					Find Tom in Time – Ancient Egypt	
Year 4	Hercules: A Hero's Journey (On A School Trip)		The Land And The People: Brazil		The Roman Empire	
	Find Tom in Time – Ancient Greece				Find Tom in Time – Ancient Rome	
Year 5	Viking Voyagers		Eyewitness - Tudor		Amazing Rivers	
Year 6	Blitz: One Family's War		Explore! Early Islamic Civilisation		The Story of Slavery	
	Anne Frank Little People, Big Dreams		The History Detective Investigates Early Islamic Civilisation			